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ABSTRACT

This report describes a 2-year project at Westmont College, California, which established a Community Service Program with the purposes of decreasing student debt and increasing student participation in community organizations. Eligible students worked 8-10 hours per week for a qualified community agency and received credit towards tuition for the following academic year or wages (if they qualified for work study). During the 2-year period, approximately 15 students chose to use the program to assist with debt reduction and approximately 55 students earned work study funds. Evaluation indicated that both the students and the agency representatives were very pleased with the program, which has been institutionalized by the college. Program materials (e.g., letters, forms, learning plan forms, student/agency agreement, a listing of community agencies, questionnaires) are attached. (DB)

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HE 024 624

Grantee Organization:

Westmont College
955 La Paz Road
Santa Barbara, CA 93108

Grant No.:

G008730542-88

Project Dates:

Starting Date: October 1, 1987

Ending Date: November 30, 1989
(Project was extended for two months since Project Coordinator did not work June-July 1989)

Number of months: 24

Project Director: Christina Kistler
Westmont College
955 La Paz Road
Santa Barbara, CA 93108
Telephone: (805) 565-6059

FIPSE Program Officer: Constance Cook

Grant Award:

| | |
|---|---|
| Year 1 | $23,112 |
| Year 2 | $24,005 |
| Total | $47,117 |

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## ABSTRACT

The main goal of the FIPSE Project was to create a Community Service Program which would decrease student debt while assisting community organizations. Eligible students would work between 8-10 hours a week for a qualified agency and receive credit towards their tuition for the following year. Students eligible for Work Study could also work for a community organization and receive wages for their service. During the course of the project, approximately 15 students were assisted with debt reduction and approximately 55 students earned their work study funds by working in community organizations.



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Title of Project: Community Service Program

## EXECUTIVE SUMMARY

### Project Overview

The Community Service Program officially started in January 1987 with a "kickoff" week. Posters, flyers and materials were distributed and displayed throughout the campus. Students signed up for interviews and met with the coordinator for screening and placement. Approximately 10 students participated in the program and 10 agencies were served.

During the second year of funding, qualified students were sent an eligibility letter. Students were interviewed, screened and placed. Approximately 40-45 students were placed and 21 agencies were served.

### Purpose

The main purpose of the FIPSE project was to create a Community Service Program which would decrease student debt and increase student participation in community organizations. Eligible students would work 8-10 hours a week for a qualified agency and receive credit towards their tuition for the following academic year. Students eligible for work study could also work for a community organization and receive wages for their service. During the course of the project approximately 15 students were assisted with debt reduction and approximately 55 students earned their work study funds by working for community organizations.

Many students with work study funds benefitted from the program, however the tuition rebate option was not chosen as frequently as we anticipated. In analyzing this situation, the coordinator attributed this lack of participation to two areas.

Administratively, the project was at a disadvantage even before it was started. The project proposal was developed during the summer months which did not allow key members, who would be potentially affected by the project, input into the program design. Therefore, it was difficult to implement and integrate the project without the support of key personnel within the institution.

Secondly, the needs of the students were different than initially anticipated. Originally the authors of the grant thought that students were incurring too much debt while in college. They created the tuition rebate option which would help reduce incurring debt. However, most of the students who receive financial aid have a "financial aid package" which usually includes grants, student loans, work study etc. Therefore, students are more apt to meet present financial needs by utilizing their work study funds rather than alleviating future financial debt through the tuition rebate option.

## Background and Origins

Westmont College is a private, four year, residential Christian College of Arts and Sciences located in Santa Barbara, California. Approximately 1200 students attend the College which consists of 56% women and 44% men. Tuition is approximately $14,000 a year.

There were no immediate policies that had to be changed in order to effectively implement the program. However, an academic policy which did not allow students to earn academic credit and remuneration for their services was overturned. This policy change has helped financially burdened upperclassmen and women more flexibility in choosing an internship at a community organization which would meet their academic and financial needs.

During the course of the project, the Community Service Program received three grants. A Stuart Grant, through Campus Compact, was awarded to help strengthen and broaden the existing program through academic involvement and project development. The Independent Colleges of Southern California gave the program money which was used to transport students to their community placements. An ACTION Grant was awarded to allow the Community Service Program to work more closely with area high schools.

## Project Description

Presently, the Community Service Program functions on several different levels. The primary focus of the program is to interview, screen and place students who are on financial aid in community organizations. The program also offers support for students who would like to initiate a community outreach project. The coordinator serves as an advisor to the students and their newly established projects. The coordinator also interfaces with academic departments to promote internship opportunities in community organizations.

## Project Results

The coordinator developed several assessment forms that were used to evaluate the program.

Students were asked to complete three forms during the course of the project. A Learning Plan Pre-Assessment Form was completed by each student before he/she worked at a community agency. This form evaluated student attitudes before his/her experience. A Learning Plan Post-Assessment Form was completed by each student after he/she had completed his/her work at the community agency. This form evaluated attitudinal differences reflected in the student as a result of his/her experience. A Student Evaluation Form of the Agency was completed by each student twice a year.

This evaluation helped the coordinator assess the agency and agency supervisor.

Agency representatives were also asked to evaluate the student on his/her job performance, attitude, helpfulness, etc. twice a year.

Overall the results indicated that both the students and the agency representatives were very pleased with the experience.

The Community Service Program has been very successful and the College has decided to institutionalize the Program. The Program will be part of the Career and Life Planning Department. The coordinator will continue to disseminate program materials at local, regional and national conferences as well as local colleges and universities.

The Program will continue to serve as a clearinghouse of opportunities for students. The coordinator will continue to screen, place, monitor and evaluate student experiences while also assisting financially needy students.

Summary and Conclusions

The establishment of the Community Service Program at Westmont College has been a challenging yet rewarding experience. The challenging aspects have been related to making sure the Program was structured so it would eventually be institutionalized. Therefore, the coordinator tried to diversify the program so that it would be marketable to several different departments on campus. This plan was effective, however it was labor intensive and filled with much lobbying to key administrators.

The rewarding aspects have been the provision of more service opportunities for students while also providing financial assistance.

The only major recommendation that should be made to future Project Directors is related to the planning stage of the project. Future Project Directors should make sure that they include any person who would be directly or indirectly involved in the project during the initial stages of the project design. By involving key administrators, faculty and staff in the project planning process, the Project Director will have an easier time implementing the project because of the support he/she will receive by those who conceived of the idea. The success and institutionalization of the project will also be easier as a result.

Overall, the ideas of the project did not change from the original design. The only major change was the lack of student interest in the Tuition Rebate Option of the Program. Even though students are still utilizing this option, the growth that the coordinator anticipated was not realized. The results indicated that students were more concerned with meeting present financial needs rather than alleviating future financial debts.

# FIPSE REPORT

**PROJECT OVERVIEW:**

The FIPSE Project officially started in October 1987 with the hiring of a Coordinator. During the months of October through December the Coordinator researched existing Community Service Programs and attended a Regional Campus Compact Conference. The project officially started Spring Semester (January 1988) with a kick-off week. During the kick-off week the response was high but the retention was low. As the Coordinator met with students, she found that a number of them did not qualify for the tuition rebate program and those students who qualified for the work study option already had consistent jobs on campus. However, the program did serve approximately 7-10 students for the 87-88 school year and approximately.10 community agencies. During the summer months, the Coordinator visited community agencies to discuss the new Community Service Program. Letters were sent to students who qualified for the program and to agencies who wanted to participate in it. A presentation outlining the program was also given during Freshman Orientation.

The 1988-89 school year started off strong. Approximately 40-45 students met with the Coordinator for service opportunities. Approximately 40 students worked in the program last year. 26 students received work study,

4 received tuition rebate, 4 were volunteers and 21 agencies were served last year. The same marketing strategies were used to recruit students for the 88-89 school year. Presently, 40 students are receiving work-study money by working for community organizations. We did not have any students involved in the tuition rebate category this year, however, many students are volunteering throughout the community. Fifteen agencies are also being served.

**PURPOSE:**

The main goal of the FIPSE Project was to create a Community Service Program which would decrease student debt and increase student participation in student organizations. Eligible students would work 8-10 hours a week for a qualified agency and receive credit towards their tuition for the following academic year. Students eligible for Work Study could also work for a community organization and receive wages for their service.

The project addressed two needs: to decrease student debt and to increase involvement in service-oriented organizations. During the course of the project approximately 15 students were assisted with debt reduction and approximately 55 students earned their work study funds by working for community organizations.

The need for students to decrease their debt is still a problem on our campus. In analyzing this problem, the tuition rebate option was thought to curb the problem. However, during the course of the project we found that students seemed to be more concerned with their present academic and financial needs rather than future financial consequences. Therefore, students chose to earn their work-study money through community service job placements which met their present financial needs, rather than work to reduce future debt.

Presently, the need to decrease student debt still exists. In recognizing this, we are not necessarily redefining the problem but rather recognizing the financial demands on the student and the choices that are subsequently made. We have chosen to continue the tuition rebate option while recognizing that most students will choose to earn their work-study dollars.

The second need, to increase student involvement in service-oriented organizations, was definitely met with the implementation of the Community Service Program. Many non-profit organizations, which are run on a limited budget, were served by Westmont College students.

When looking at the project from an administrative perspective, the Coordinator found that the implementation of the project was at a disadvantage even before was employed. Unfortunately, the grant proposal was conceived and written over the summer months. Because it was written

during this time, key personnel were not present to discuss program design and administrative weak spots. This oversight contributed to some of the resistance and hesitancy felt by those people within the institution who would be affected by the ramifications of this proposal.

The Director of the Financial Aid Office had minimal input on the grant proposal yet this office was crucial in the development and establishment of the program. As the Coordinator proceeded to implement the program she found that the Financial Aid office was an important facet in communicating the tuition rebate option to students. She believed that the tuition aspect of the program was hindered due to the lack of input from the Financial Aid Office. Unfortunately, the program was not communicated to students or included as an option in their Financial Aid packet. Therefore, the success of the tuition rebate option was hindered perhaps by the lack of information about the goals of the tuition rebate option and/or the lack of communication to the students by Financial Aid Personnel.

Another reason the tuition rebate option had little success, was due to the policy changes that occurred through the Federal Government regarding students who qualified for loans. Because the government began to have stricter qualification guidelines, students who qualified for a loan one year would not necessarily qualify for a loan the

following year thereby allowing a student to receive money he/she did not necessarily need.

Another factor which influenced the success of the project was transportation. Because the campus is located in a residential area, the College is allocated a specified amount of parking permits. This allows 50-60% of our students, mostly upper class men and women, parking privileges. Busses did run up to the campus, however a trip downtown took one hour thereby affecting student involvement. The Coordinator of the Program managed to rent vehicles to transport students however, the costs incurred for this was beyond budgetary allotments.

Future projects should consider the proximity of community organizations to the campus when considering the degree of student involvement. Specifically, residential campuses that do not permit underclass men and women to park their vehicles on campus should be sure to allocate enough money to transport students to and from community organizations.

**BACKGROUND AND ORIGINS**

Westmont College is a private four year, residential Christian College of Arts and Sciences located in Santa Barbara, California. Approximately 1200 students attend the College which consists of 56% women and 44% me, and tuition is approximately $14,000 a year. Unfortunately, due to the high costs of tuition, 85% of the student population is on

some combination of Financial Aid (scholarship, loans, grants etc.) which result in many students graduating with approximately $4,000-$10,000 worth of debt. Because students are graduating with so much debt, the need to assist students with this incurring debt became evident. The tuition rebate option was offered as a way students could start alleviating their debt while still in school. Qualified students could work in a community agency for one academic year and receive anywhere from $500-$2,000 off of their following year's tuition, thereby reducing the amount that would have to be taken out in loan that year.

There were no immediate policies that had to be changed in order to effectively implement the program. However, an academic policy that did not allow students to receive academic credit and pay was overturned. This policy change has helped financially burdened upperclass men and women more flexibility in choosing an internship at a community organization which would meet their academic as well as their financial needs.

The Community Service Program received a substantial amount of external support. The Coordinator was supervised by the Director of the Leadership Program. The Director was instrumental in providing direction for the development and maintenance of the program. During the course of the funding period the Community Service Program was awarded three grants. A Stuart grant, offered through Campus

Compact, was awarded to help strengthen and broaden the existing program through academic involvement and project development. Another grant was awarded by the Independent Colleges of Southern California. This money was used to fund the transportation of students to and from their community placements. A third grant was awarded through ACTION. This grant allowed the Community Service Program to work more closely with area high schools in promoting more community service involvement by high school students.

Westmont College contributed to the funding for the Stuart and ACTION grants. In sum, much external support was given to the program both monetarily and administratively.

**PROJECT DESCRIPTION**

Presently, the project functions on several different levels. The primary focus was to introduce Community Service Opportunities to students with financial need. Qualified students could earn their work study money or earn money that would help pay some of their tuition for the following academic year. Students would be interviewed screened and placed in community organizations where they would work between 8-10 hours a week for approximately 12 weeks. The Program also offered support for students who wanted to initiate a community outreach project. The Coordinator served as an advisor to students and their newly established projects. The Coordinator also interfaced with the acadeic departments to promote internship opportunities in community organizations.

The primary focus of the FIPSE project was to establish a Community Service Program that would help students financially while also helping those in the community. Because the project was new, it had several phases of development.

**Phase One: Research & Development**

The first three months of the project consisted of research and development. The Coordinator gathered a lot of information about programs at other campuses as well as information about the needs in the Santa Barbara Community. The Coordinator also met with two key community leaders from the United Way and Non-Profits Inc. who were instrumental in identifying community needs.

The Coordinator also developed Service Learning Contracts, Assessments and Evaluation Forms for students to complete before, during and after their service opportunity. Visits were also made to agency representatives and job descriptions were gathered for student use.

**Phase two: Promotion**

After the research and development phase the Coordinator focused on promotional efforts. Because the Community Service Program was developed to assist students in need, the Coordinator decided to send information to all the parents of the students, who qualified for the program. (see appendix) Parents were targeted, since they were the

individuals either paying for their son/daughter's tuition, or they would be paying it off after graduation.

**Phase three: Recruitment**

A table with information about the program was also displayed during lunch hours. This allowed students to talk to the Coordinator and make appointments for initial involvement. The Coordinator recruited approximately 25 students. Unfortunately, only about half of the students qualified for the program and out of those who qualified only about 7 chose to participate.

Through this recruitment strategy, the Coordinator realized that starting a new project in the middle of the school year was ineffective because students already had a number of commitments that were carried over from the previous semester. This strategy was also ineffective because it was difficult to recruit students who met the eligibility requirement.

Due to the previous year's experience, the Ccoordinator decided to change the recruitment strategy. For the 88-89 academic school year, the Coordinator decided to send all eligible students letters. These letters described the program and explained the options available to them. (see appendix) This strategy was very effective. Approximately 30-35 students participated in the program that year. The Coordinator has continued to use this strategy.

**Phase four: Placements**

The Coordinator interviewed each student and assisted each in their placements. Students had a variety of places from which to choose. They usually interviewed with each agency and then decided the one they would most like to work for.

Once the student decided on his/her placement, he/she had to complete a number of forms (see appendix). These forms allowed the Coordinator to monitor and assess the student's experience throughout the academic year. The coordinator also called agency supervisors to make sure the student was responsible in fulfilling his/her job description.

**PROJECT RESULTS**

Through the measurement instruments, the Coordinator found the results of the project were favorable for both students and community agencies.

**Measurement Instruments**

With the help of a variety of sources the Coordinator developed assessment forms that were completed and evaluated by each student and agency supervisor.

**Student Assessments**

Students who participated in the program were required to complete three assessments.

1. Learning Plan Pre-Assessment: This assessment was completed by each student before he/she worked at a community agency. This assessment evaluated student attitudes before his/her experience. (see appendix)

2. Learning Plan Post-Assessment: This assessment was completed by each student after he/she had completed his/her work at the agency. This assessment evaluated any attitudinal differences reflected in the student as a result of his/her experience. (see appendix)

3. Student Evaluation of Agency: This evaluation was completed by each student twice a year. Each student evaluated the agency and agency supervisor mid-year and end of the year. This evaluation helped the coordinator assess the placement for future reference. (see appendix)

**Agency Assessments**

Agency representatives who participated in the Community Service Program were required to complete one evaluation twice a year.

1. Agency Evaluation of Student: This evaluation assessed the student's job performance, attitude, helpfulness, etc. (see appendix)

**Results of Assessments**

Overall, the results indicated that both students and agency representatives were very pleased with the experience. The results of the assessments are located in the appendix.

**CONTINUATION AND DISSEMINATION PLANS**

Because the Community Service Program has been successful, the College has decided to institutionalize the Program. The Community Service Program will be part of the Career and Life Planning Department. The Coordinator will continue to disseminate the program materials at local, regional and national conferences. Program materials will also be shared with local colleges and universities.

The Program will continue to serve as a clearinghouse of opportunities for students. The Coordinator will also continue to screen, place, monitor and evaluate student experiences while also providing financial assistance to those in need.

**SUMMARY AND CONCLUSIONS**

The establishment of a Community Service Program at Westmont College has been a challenging yet rewarding experience. The challenging aspects have been related to making sure the Program was structured in such a way so that it would eventually be institutionalized. Thus, the Coordinator tried to diversify the program so that the Program would be marketable to several different departments on campus. This plan was effective however it was labor intensive and filled with much politicking and lobbying with key administrators.

The rewarding aspects have been related to providing more avenues of service for students and assisting them in relieving some of their financial burdens. The project has also been rewarding because the Coordinator has learned a number of things about project development. The Coordinator has learned to work with community agencies, to write grants, to develop, broaden and strengthen a program, to develop assessment instruments, to work with students etc.

The only major recommendation that should be made to future Project Directors is related to the planning stage of the project. Future Project Directors should make sure that

the initial stages of the project design include any person who would be directly or indirectly involved with the project. By involving key administrators, faculty and staff in the project planning process, the Project Director will have an easier time implementing the project because of the support he/she will receive by those who conceived of the idea. The success and institutionalization of the project will also be easier as a result.

Overall, the ideas of the project did not change from the original design. The only major change was the lack of student interest for the Tuition Rebate Option of the Program. Even though students are still utilizing this option, the growth that the Coordinator anticipated was not realized. These results indicated that students were more concerned with meeting present financial needs rather than alleviating future financial debts.

# APPENDIX

1) Responses to FIPSE

2) Community Service Program Postcard

3) Letter and Information sent to Students

4) Letter and Information sent to Agencies

5) Forms

   a) Student Forms

   b) Assessment Forms

6) Assessment Results

RESPONSES TO FIPSE

1. FIPSE was helpful in providing training conferences for the Supervisor of the project each year. FIPSE could work more closely by providing more one on one contact throughout each funding year. Our program specialist only visited us once and rarely called to see how the project was progressing.

FIPSE could also provide training before the project officially starts. This training would familiarize ourselves with the Department of Education and the expectations that surround the development of FIPSE projects.

2. I believe that FIPSE should work more closely with other government agencies such as ACTION. Each could work cooperatively to develop proposal ideas for funding. I also think that the "Points of Light" theme should be integrated with projects that reach out to assist communities.

One emerging direction that I see on the horizon, is promoting the development of partnerships between businesses, community and educational institutions. By assisting these type of partnerships, more people could be served while also building and strengthening local communities.

## Publicity to Parents of incoming students

## concerning Westmont College's Community Service Program:

**This post card, which was mailed in the December of '87, generated a response from approximately 20 students from total pool of 120 eligible students.**

Dear Parents:

Westmont College has received government funding from FIPSE, the Fund for the Improvement of Post Secondary Education, to start a community service program. The goal of this program is to help students alleviate incurring student debt.

Students who participate in this program have the opportunity to work in local Community Service agencies while receiving tuition credit towards their following semester's tuition.

If you would like additional information about this program you can call Tina Kistler at (805) 969-5051 ext. 268 or write: Tina Kistler, Community Service Program, Westmont College, 955 La Paz Road, Santa Barbara, CA 93108.

WESTMONT
*A Christian College of Arts and Sciences*

August 18, 1989

Dear

I am writing to inform you of your eligibility for the Tuition Rebate option available to you through Westmont College's Community Service Program.

This option allows you to work in a non-profit organization in Santa Barbara 8 hours a week for 12 weeks each semester and earn approximately $1000 which will be credited towards your 1990-91 tuition. The benefit of this option is to decrease student debt while helping those in need in the Santa Barbara community.

I have enclosed an information sheet describing some of the opportunities available to you.

If you are interested in pursuing any of these possibilities please contact me during the first week of school at 565-6059 or sign up for an appointment at my office located upstairs in Kerrwood Hall (across from the Housing Office).

I really hope that you will take advantage of this opportunity to work and get to know the city and people of Santa Barbara.

I am looking forward to meeting you. Please feel free to contact me if you have any questions.

Sincerely,

Tina Kistler

Tina Kistler
Coordinator
Community Service Program

Enclosure

955 La Paz Road
Santa Barbara, California 93108-1099
(805) 969-5051

## COMMUNITY SERVICE PROGRAM
## WESTMONT COLLEGE

The goal of the Community Service Program at Westmont College is to encourage student participation in the community by establishing a variety of opportunities in local non-profit organizations.

Students who work in the Community Service Program may fall in one or more of the following categories.

### Work Study

Students working in this category are awarded a specified amount of government money. The amount a student is awarded is based on financial need which is determined through the College's Financial Aid Office. In order for a student to receive this money he/she must be employed either on campus or at a local non-profit organization. Students receive a paycheck twice a month.

### Tuition Rebate

Students working in this category must also be eligible through the College's Financial Aid Office. This option allows a student to work in a local non-profit organization while earning money towards their tuition for the following academic school year. Basically a student is working this academic year to help pay off next academic year's tuition.

### Internship

Students working in this area are usually working within an academic department to fulfill a requirement. Students earn academic credit and are usually under faculty supervision.

Students who have an internship in a non-profit organization may also be eligible to receive some financial aid through one of the above options in addition to their academic credit. However, this decision is subject to faculty approval.

Because each academic department is responsible for placing their student interns, the Community Service Program tries to recommend internships in non-profit organizations to interested faculty and students.

## OPPORTUNITIES TO SERVE

The following is a list of community service opportunities available to you through the Community Service Program. The Listings have been categorized according to the different options that are available through the Program. **Please make your choices according to the option (Work-Study, Tuition Rebate or Intern) for which you qualify. This will facilitate your placement.** Please make an appointment with Tina Kistler if you are interested in any of these opportunities.

### WORK-STUDY OPPORTUNITIES

CAL-SOAP: Tutor - Assist high school students in S.B Schools in areas of English, Math (Algebra, Geometry), Social Sciences.

CAL-SOAP: Receptionist - Answer phones, light clerical including filing and typing.

Cold Springs School: Teacher's Aide - Assist classroom teachers with students, prepare and correct class work and other classroom needs. (Walking distance).

Cold Springs School: Playground Supervisor - Monitor lunch and supervise noon and afternoon activities. (Walking distance).

Dolphin Center: Supervision Aide - Supervises a variety of activities for children (grades K-6) in an after school program. This is located at Cold Springs School (walking distance).

Family Service Agency: Development Assistant - Computer input, monitoring of donor records and files, assist in fundraising functions, including membership phonathon, grant writing etc.

Foodbank of S.B.: Administrative Assistant - Record receipt and distribution of donated food to charitable agencies on MacIntosh computer and correspond with a variety of local organizations. * Must have car.

Girl Scouts: Public Relations Assistant - Assist Public Relations Director with all P.R. functions including publicity, newsletter, graphic design etc.

La Casa de Maria: Receptionist/Clerk - Hospitality, welcoming guests, security, typing, xeroxing, assisting with bulk mailings. * Must have car or bike.

La Casa de Maria: Grounds/Maintenance - Assist with general gardening, move furniture (tables and chairs) and audio-visual equipment. * Must have car.

March of Dimes: Assistant to the Director - General office duties: Telephone, contact established clients, public relations contact with media generally and with businesses and/or corporations, attend board meetings. (Montecito location)



Montecito Family YMCA: Lifeguard - General lifeguard duties including enforcing pool rules, maintaining a safe aquatic environment for all

* Must have bike or car.

Montecito Family YMCA: Teen Outreach Coordinator - Develop Friday or Saturday Night teen activity program at YMCA. Recruit teen and adult volunteer leaders, promote program at local Jr. and Sr. High Schools. * Must have bike or car.

Montecito Family YMCA: Instructor - Instruct children in beginning and intermediate gymnastics or Creative Movement classes. * Must have bike or car.

Separate Realities: Program Coordinator - Coordinate program services for mentally disabled residents at a residential care facility.

Separate Realities: Recreation Counselor - Organize, schedule and participate in recreational activities with mentally disabled people.

Separate Realities: Daily Living Skills Instructor - Instruct and motivate mentally disabled residents in the areas of hygiene, grooming, and daily chores.

Separate Realities: Special Projects Coordinator - Work with Executive Director in psychodrama, theater, music and other fundraising projects.

Shelter Services for Women: Client Advocate - Respond to crisis calls, determine women's eligibility for residency, provide peer counseling, referrals to community agencies and advocacy to residents.

St. Francis Hospital: Community Relations Assistant - Produce and write physician newsletter, produce fliers, handle telephone inquiries, assist with organization of annual St. Francis Pro-Celebrity Golf Tournament. * Must have car.

Work Inc.: Rehabilitation Assistant - Train disabled adults to perform work tasks in vocational rehabilitation. Observe and record specified behaviors to assist professional staff in achieving training objectives.

## TUITION REBATE AND INTERN OPPORTUNITIES

**If you qualify for the Tuition Rebate and/or Internship Options you may choose any of the Work-Study opportunities above or from the ones listed below.

American Cancer Society: Resource Information and Guidance Assistant - Delivers information to callers, provide assistance to individual requests, support people who need someone to listen.

American Heart Association: Project Assistant - Assist Director with a variety of projects: Press releases, School programs, special events etc.

Carrillo Community Medical Clinic: Outreach Coordinator - Learn about all facets related to a community health clinic. See position description for details.

Catholic Charities: Intake Assistant - Evaluate and assess the requests for services of clients coming to Catholic Charities for assistance.

Friendship Senior Day Care Center: Geriatric Activity Assistant - Assist in patient reception, therapy, recreational activities, meal serving and the development of various activities. * Must have car or bike.

Girls Club of S.B: Recreational Supervisor - Assist in classes, some lesson planning will work with girls age 6-12. Opportunities in art, dance, sports, drill team, computers.

KCTV Channel 19: Production Assistant - Attend 4 weeks of classes then spend remaining weeks producing a weekly television show.

Montecito Family YMCA: Nautilus Instructor - Orient new members on equipment, supervise members while working out and other related tasks. * Must have car or bike.

Office of County Superintendent of Schools: Community Liaison - Contact all Adopt-A-School partners to gather information on effectiveness of existing programs. * Must have car.

Private Industry Council: Employment Counselor - Work with and assist senior employment counselors in developing career and employment plans for job seekers in S.B., Carpinteria etc.

Santa Barbara Botanic Garden: Horticultural Assistant - Assist horticulturists in the propagation of native plants. * Must have car.

Santa Barbara Botanic Garden: Herbarium Assistant - Generate computer labels for mounted Herbarium Specimens. Process and mount specimens. Assist with research and/or illustrations for publications on the flora of California. * Must have car.

Santa Barbara Botanic Garden: Naturalist - Serve as a public resource person to provide naturalist information to Garden visitors on weekends and daily. * Must have car.

Santa Barbara Botanic Garden: Horticulture Assistant - Assist with weeding, potting, transplanting, shaling paths, pot-washing, plant surveying etc. * Must have car.

Santa Barbara Botanic Garden: Education Assistant - Assist with docent training, children's garden and Director of Education. * Must have car.

Santa Barbara County Health Care Services: Entertainer - Entertain patients in locked psychiatric unit. (Music, Drama etc.) * Must have car.

Santa Barbara County Health Care Services: Graphics Assistant - Assist with lay-out, paste-up, art work, items for newsletter etc.

Santa Barbara Science Discovery Center: Assistant - Assist the public in understanding Center exhibits and explanatory material. Sell science oriented toys and demonstrations from small Center store.

S.B. School District VISTA Family Literacy Project: Tutor - Work with volunteers in service to America and school principals and teachers to provide home visits and teaching of parents about ways to read and provide discussion about material to their children.



Santa Barbara Zoo: Exotic Animal Management Assistant - Work with the Zoo's keeper staff, veterinarian, and others to learn the basics of exotic

United Against Crime: Designated Driver Program Coordinator - Solicit "freebies" from area businesses. Coordinate all aspects of the Designated Driver Program including recruiting participation from new bars and restaurants, working with volunteer staff.

Westmont College: Program Assistant - Assist Coordinator with all aspects of Community Service Program. Work with community members, faculty, staff and students.

Westmont College: Program Coordinator - Work with Santa Barbara School District to help establish Community Service Programs on local high school campuses.

# WESTMONT

*A Christian College of Arts and Sciences*

August 1, 1989

Dear Community Partner,

Fall semester is quickly approaching and soon students will be looking for service opportunities in the Santa Barbara Community.

At this point, it is necessary for organizations, such as yours, to complete the enclosed Position Description Form which will be represented in the Community Service Opportunity Book. This book serves as a guide to assist students in their search for work study, internship and volunteer opportunities for the Fall and Spring Semesters.

In addition, I have enclosed an information sheet so you can better acquaint yourself with the goals and services of the program.

Please read over the "Work Study" section of the information sheet and decide whether or not your agency can afford to fund a student or two. If you have the resources to do so then the enclosed Work Study Agreement should be signed and returned to me together with the Position Description Form by **August 20**. If you find that your agency cannot afford a Work Study student then just complete and return the Position Description Form by the same date.

Once again, I am looking forward to working with you and your agency this academic year. My hope is that Westmont students can make a difference.

If you have any questions or concerns please call x268.

Thank you for your cooperation and involvement.

Sincerely,

Tina Kistler

Tina Kistler
Coordinator
Community Service Program

Encl: Position Description Form
Community Service Information Sheet
Work Study Agreement

955 La Paz Road
Santa Barbara, California 93108-1099
(805) 969-5051

**COMMUNITY SERVICE PROGRAM**

**POSITION ANNOUNCEMENT**

(Please type)
ORGANIZATION:_____

ADDRESS:_____

TELEPHONE:_____

CONTACT PERSON:_____

TITLE:_____

POSITION TITLE:_____

DESCRIPTION OF RESPONSIBILITIES:_____

_____

_____

_____

STUDENT QUALIFICATIONS:_____

_____

_____

HOURS:_____ SEMESTER: FALL_____ SPRING_____

Please return completed form to:

Tina Kistler
Community Service Program
Westmont College
955 La Paz Road
Santa Barbara, CA 93108-1099
(805) 969-5051, x395



BEST COPY AVAILABLE

## COMMUNITY SERVICE PROGRAM
## WESTMONT COLLEGE

The goal of the Community Service Program at Westmont College is to encourage student participation in the community by establishing a variety of opportunities in local non-profit organizations.

Students who work in the Community Service Program may fall in one or more of the following categories.

### Work Study

Students working in this category are awarded a specified amount of government money. The amount a student is awarded is based on financial need which is determined through the College's Financial Aid Office. In order for a student to receive this money he/she must be employed either on campus or at a local non-profit organization.

If a student is employed at a non-profit organization, a Work Study Agreement is made between the College and the Agency. This agreement states that "the student will be employed by the institution and made available to the Agency by the institution for performance of specified work assignments". The agreement also states that the Agency will compensate the College for 25% of the student's monthly earnings. For example, if a student works 20 hours a month at $5.50 per hour, the monthly earnings would be $110.00. The agency would pay Westmont College $27.50. Monthly billing statements are not sent however, but the earnings are accumulated over a four month period. Billing statements are then mailed to the agency after each semester, usually in the months of January and May.

Approximately 80% of the students who work in the Community Service Program are work study. Therefore, it is recommended that agencies who can afford to compensate a student at 25% complete the Work Study Agreement. The signed Agreement remains on file at the College for one academic year.

### Tuition Rebate

Students working in this category are also financially needy and thus qualify for the tuition rebate option. This option allows a student to work in a local non-profit organization while earning money towards their tuition for the following academic school year. Basically a student is working this academic year to help pay off next academic year's tuition.

The student is completely compensated by the College. Therefore, there is no cost to the agency if a student is working under this option.

**Internship**

Students working in this area are usually working within an academic department to fulfill a requirement. Students earn academic credit and are usually under faculty supervision.

Students who have an internship in a non-profit organization may also be eligible to receive some financial aid through one of the above options in addition to their academic credit. However, this decision is subject to faculty approval.

Because each academic department is responsible for placing their student interns, the Community Service Program tries to recommend internships in non-profit organizations to interested faculty and students.

## WORK STUDY AGREEMENT

This agreement is entered into between Westmont College, hereinafter known as the "Institution," and _____ hereinafter known as the "Agency," a public organization within the meaning of that term as defined in section 675.2(g) of the regulations governing the College Work-Study Program, for the purpose of providing work to students eligible to participate in the College Work-Study Program.

The Agency is the administering body of the Community Action Program established under Title II of the Economic Opportunity Act of 1964.

Schedules to be attached to this agreement from time to time, bearing the signature of an authorized official of the institution and of the agency, will set forth brief descriptions of the work to be performed by students under this agreement.

> Under section 675.4(c) of the regulations, work to be performed under this agreement must either be related to the students' educational objective or be work in the public interest, which would not otherwise be provided, will not result in the displacement of employed workers or impair existing contracts for services will be governed by such conditions of employment, including compensation, as will be appropriate and reasonable in light of such factors as the type of work for any political party. Further, no project may involve the construction, operation, or maintenance of so much of any facility used, or to be used, for sectarian instruction or as a place for religious worship.

The total number of students to be employed, the hourly rates of pay, and the total number of hours per week each student will be utilized.

> Under section 675.2(p) of the regulations, no student may perform work on any project under the Work-Study Program for more than 16 hours in any week in which classes in which he/she is enrolled are in session, or for more than 40 hours in any other week.

The schedules will also state the total length of time the projects expected to run and the total percent, if any, of the non-Federal share of student compensation that the Agency will pay to the institution.

Students will be employed by the institution and made available to the Agency by the institution for performance of specified work assignments. Students may be removed from work on a particular assignment or from the Agency by the Institution, whether on its own initiative or at the request of the Agency. The Agency agrees that no student will be denied work or be subjected to different treatment under this agreement on the grounds of race, color, or national origin, and that it will comply with the provisions of the Civil Rights Act of 1964 (P.L. 88-352: 78 Stat.252) and the

Regulations of the Department of Health, Education, and Welfare which implement that Act.

Compensation of students for work performed on a project under this agreement will be paid by the institution, which shall be deemed the employer of the students, and all payments due as an employer's contribution under State or local workmen's compensation laws, under Federal or State social security laws, or under other applicable laws, will be made by the Institution.

The Agency will pay to the Institution 25% of the total monthly payroll each month.

While the Institution will be deemed the employer of students participation in any project under this agreement, the Agency will be responsible for the direct supervision of work performed and will maintain and make available to the Institution the names and qualifications of Agency supervisors. The Agency will also provide to the Institution a record of the hours worked weekly by each student as attested to by an authorized official of the Agency.

_____

Representative of the Institution

_____

Representative of the Agency

_____

Supervisor of the Project

## Student Application

_____ Option A (Work Study)
_____ Option B (Tuition Rebate)
_____ Option C (Internship)
_____ Option D (Volunteer)

Interviewed by:_____ Date:_____

Name_____

Phone_____ Year_____ Advisor_____

Previous or present volunteer and/or paid experience:

_____

_____

_____

Special areas of interest, hobbies, etc.:

_____

_____

Special Skills, talents and abilities:

_____

_____

Career Goals:

_____

What kinds of volunteer jobs are you interested in?

_____

Driver's License_____ Car_____ Insurance Coverage_____

Times of availability: Hours per week_____

Indicate what times you are available each day:

Monday_____ Tuesday_____ Wednesday_____

Thursday_____ Friday_____ Saturday_____

Please indicate any restrictions you might have (ie Soccer practice etc.)

_____

References (At least two people who are not relatives or friends)

1._____
Name Address Phone

2._____
Name Address Phone

I certify that the information contained herein is accurate.

Signature_____

Date_____

PROGRAM PACKET 1989-90

# Westmont College Community Service Program

TINA KISTLER COORDINATOR

(805) 565-6059



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WESTMONT

*A Christian College of Arts and Sciences*

Dear Westmont Student,

As the Coordinator of the Community Service Program, I want to personally welcome as you begin your experience in the Santa Barbara Community.

This program was first developed to assist students with financial needs while also helping individuals in the community. Since its inception, two years ago, the program has expanded its focus. It has continued to assist students with their financial needs but it also seeks to integrate your experience in the community with your academic program. Because of this added dimension, it is necessary that you work closely with the guidelines set forth by the Coordinator in this packet.

My hope is that your experience in the community will serve to broaden, challenge and enrich your Westmont Experience.

Remember, as Christians we are called to be a light in the darkness and salt to the earth. You are given this opportunity through the Community Service Program.

I am looking forward to working together with you this year and making sure your experience in the community is a rewarding one.

Sincerely,

Tina Kistler

Tina Kistler
Coordinator
Community Service Program



955 La Paz Road
Santa Barbara, California 93108-1099

## Community Service Program
## Calendar of Events

**Fall**

| | |
|---|---|
| Sept. 4-8: | Pick up Application at Community Service Office |
| | Sign up for an appointment with Coordinator at Community Service Office (bring completed application to appointment. |
| Sept. 11: | **COMMUNITY SERVICE DAY 11:30-1:30: DC LAWN** Meet with agency supervisors to discuss position opportunities |
| Sept. 11-15: | Selection of agency position must be finalized |
| | Work Study papers must be completed and turned into Coordinator |
| Sept. 18-22: | Student/Agency Agreement and Learning Plan must be completed, signed and turned into Coordinator |
| Oct. - Nov.: | Meet with Coordinator once during this time |
| Nov. 23-24: | THANKSGIVING HOLIDAY |
| Dec. 4-8: | Meet with Coordinator with completed Mid-Year Evaluation |

**Spring**

| | |
|---|---|
| Jan. 8-12: | Make an appointment with Coordinator to discuss positions for Spring Semester |
| Feb. 19-20: | PRESIDENT'S HOLIDAY |
| Feb.- March: | Meet with Coordinator once during this time |
| Mar. 26-30: | SPRING RECESS |
| April 16-20: | Meet with Coordinator with completed Post-Assessment Form and End of the Year Evaluation |

ENJOY YOUR SUMMER !!!

# WESTMONT COLLEGE
# WORK STUDY STUDENT TIME CARD

I.D. # _____

Name _____

Cost Center COMMUNITY SERVICE PROGRAM

Account Number 294 / 100 / 5141 /

Position Title _____

Pay Rate Per Hour _____

Pay Period Ended _____

**Please complete above section in full.**

This section must be completed in full to insure your paycheck.

*Minutes are recorded at the *nearest* 6 minutes unit converted into *tenths*, such as:

| | | |
|---|---|---|
| 6 min. — .1 | 30 min. — .5 | 48 min. — .8 |
| 12 min. — .2 | 36 min. — .6 | 54 min. — .9 |
| 18 min. — .3 | 42 min. — .7 | 60 min. — 1.0 |
| 24 min. — .4 | | |

| Day | Date | From | To | Hrs. | Tenths* |
|---|---|---|---|---|---|
| Sun | | | | | |
| Mon | | | | | |
| Tues | | | | | |
| Wed | | | | | |
| Thurs | | | | | |
| Fri | | | | | |
| Sat | | | | | |
| Sun | | | | | |
| Mon | | | | | |
| Tues | | | | | |
| Wed | | | | | |
| Thurs | | | | | |
| Fri | | | | | |
| Sat | | | | | |

**To Student:** **Total Hours** _____

**No guesswork, please. Make separate time cards for each cost center in which you work.**

Approved _____

*Supervisor*

This section must be signed by Tina Kistler in order for you to receive your paycheck.

# TEMPORARY EMPLOYMENT STATUS FORM

**Instructions:**
1. Type or print legibly in ink
2. Complete Part A, a W-4 and a I-9
3. Have your supervisor complete Part B
4. Once B is complete, sign and date line #14
5. Return completed form, W-4 and I-9 to Personnel

## A. EMPLOYEE (Complete items 1-7 & 15):

1. Name: _____ _____ _____
   Last First M.I.
2. Social Security #: _____ 3. I.D. #: _____
4. Permanent phone #: (____) _____ 5. School phone #: (____) _____
6. A current W-4 is: ( ) Attached ( )On file in the Payroll Office
7. A current I-9 is: ( ) Attached ( )On file in the Payroll Office

## B. COST CENTER MANAGER (Complete items 8-14):

8. Dates of employment: _____ to _____*
   Month / Day / Year Month / Day / Year

   *Employment may be terminated by either party at any time.
9. Rate of pay: $_____/hour
10. ( ) Hours of employment will be flexible and mutually negotiable.
    ( ) Hours of employment will be as stated under work specifications.
11. Work specifications (Duties and special terms): _____

    _____
12. Cost Center Name: _____ 13. Cost Center #: _____
14. Cost Center Manager's Signature: _____ Date: _____
15. Employee's Signature: _____ Date: _____

Do not write below this line

## C. STATUS AND APPROVALS

( ) Student Employee
- ___ Work Study - green time card* $_____
- ___ Monitored - yellow time card* $_____
- ___ Regular - yellow time card $_____

( ) Staff – blue time card

Comp #_____

*Allocation for academic year

Financial Aid _____ Date: _____

Personnel _____ Date: _____

Date Received by Payroll Dept.: _____

8/88

## Student/Agency Agreement

I, _____ plan to

serve as _____ for _____
(Job Position) (Agency)

from _____ to _____.

As a student worker, I agree to be responsible for the following duties:

1. _____

2. _____

3. _____

4. _____

5. _____

Signed _____
(Student)

Date: _____

The _____ agrees to provide the following:
(Agency)

1. _____

2. _____

3. _____

4. _____

5. _____

Signed _____
(Community Service Program Coordinator)

Date: _____

**LEARNING PLAN PRE-ASSESSMENT**

Name_____ Option A (Work Study)_____
Option B (Rebate)_____
Year_____ Option C (Intern)_____
Option D (Volunteer)_____

Please answer the following questions according to your anticipated experience in the community.

1. What are your expectations of your experience in the community?

_____

_____

_____

2. What contributions would you like to make?

_____

_____

3. What do you hope to learn in this experience?

_____

_____

4. What skills do you wish to gain?

_____

_____

5. What are your career aspirations?

_____

6. How will this experience affect your values?

_____

_____

## STUDENT'S EVALUATION OF AGENCY ASSIGNMENT

Name_____

Agency_____

Agency Supervisor_____

1. How many hours do your work weekly?_____

2. Briefly describe what you in your position?_____

   _____

3. Were you placed according to your interest and abilities? Yes_____ No_____ Comments_____

4. Did you receive adequate orientation/training before your assignment? Yes_____ No_____ Comments_____

   _____

5. What aspects of your experience has been most enjoyable?

   _____

6. What aspects of your experience have been least enjoyable?

   _____

7. What aspects of your experience have been most beneficial to the people you are helping?

   _____

8. In what way has your experience in the community been meaningful?

   _____

9. Overall, was your time well spent in your position?

10. Will you continue to contribute to the community in the future?

    Yes_____ No_____ Why?_____

11. How can the program be improved? (Please be specific)

    _____

    _____

**LEARNING PLAN POST ASSESSMENT**

Name_____ Option A (Work Study)_____
Option B (Rebate)_____
Year_____ Option C (Intern)_____
Option D (Volunteer)_____

Please answer the following questions according to your reflections of your experience in the community.

1. Were your expectations of your experience in the community met? Please explain.

_____

_____

2. What contributions did you make?

_____

_____

3. What did you learn about yourself in this experience?

_____

_____

4. What did you learn about the people you worked with?

_____

_____

5. What skills did you gain in this experience?

_____

_____

6. Have your career aspirations changed after working in the community? Yes_____ No_____ Please explain.

_____

_____

7. How did this experience affect your values?

_____

_____

8. Will you continue to work in the community in some way in the future? Yes_____ No_____ Why? Please explain.

_____



_____

## STUDENT'S EVALUATION OF AGENCY ASSIGNMENT

Name_____

Agency_____

Agency Supervisor_____

1. How many hours do your work weekly?_____

2. Briefly describe what you in your position?_____

   _____

3. Were you placed according to your interest and abilities? Yes_____ No_____ Comments_____

4. Did you receive adequate orientation/training before your assignment? Yes_____ No_____ Comments_____

   _____

5. What aspects of your experience has been most enjoyable?

   _____

6. What aspects of your experience have been least enjoyable?

   _____

7. What aspects of your experience have been most beneficial to the people you are helping?

   _____

8. In what way has your experience in the community been meaningful?

   _____

9. Overall, was your time well spent in your position?

10. Will you continue to contribute to the community in the future?

    Yes_____ No_____ Why?_____

11. How can the program be improved? (Please be specific)

    _____

    _____

COMMUNITY SERVICE PROGRAM

EVALUATION OF WORK-STUDY STUDENT

Organization_____

Student_____

Date Completed_____

Supervisor_____

RATING SCALE

3 = Above Average

2 = Average

1 = Below Average

0 = Unsatisfactory

N/A = Not Applicable

| WORK PERFORMANCE | |
|---|---|
| Performance Level | |
| Completion of Assignments | |
| Punctuality | |
| Attendance | |
| Progress | |
| | |
| EMPLOYABILITY ATTITUDES | |
| Dependability | |
| Willingness to Accept Instructions | |
| Initiative | |
| Working relationship with Supervisor | |
| Courtesy | |
| Relationship with Fellow Workers | |
| Relationship with People Served | |

Did you discuss this rating with the student? yes___ No___

Skills Intern acquired/learned during this semester_____

_____

Additional skills or knowledge student needs to acquire_____

_____

COMMENTS:

## LEARNING PLAN

**(compilation of 22 Learning Plans from 8 adult oriented agencies)**

**Please answer the following questions according to your anticipated experience in community service:**

1. **What are your expectations of the experience?**
   I expect to find opportunities where I can share Christ's love help others and be involved in community service.
   I expect that I will grow as a person & broaden my vision for God's people especially today's broken family.
   I expect to gain a better understanding of how a non-profit works & what hospital work and physical therapy is like.

2. **What contribution do you want to make in this society?**
   I feel I can contribute in this society by supporting existing staff & agencies who help God's people with fund raising & work in any way to make their jog easier.
   I can contribute by being an encourager & a good listener.
   I want to make a contribution by working as needed with a joyful heart.

3. **What do you hope to learn?**
   I hope to learn how to effectively relate to suffering people.
   I hope to learn more about societal problems, non profits & the clientele that they serve.
   I hope to learn how to be more flexible with others, and practice servant leadership.

4. **What skills do you wish to gain?**
   I wish to gain practical skills in how to answer phones, file and increase typing & general office skills.
   I wish to gain personal skills of responsibility, listening actively, & enhance my counseling skills.
   I wish to learn how to work with handicapped people.

5. **What are your career aspirations?**
   I would like to work in the mission field
   I plan on doing social work - MFCC or Masters in Social Work
   I want to teach
   I'm headed towards public relations
   I want to find out what physical therapy is like
   Homemaker
   Non profit organization director

6. **How will this experience affect your values?**
   It will help me appreciate people in new ways & help me clarify my desire to help others.
   By continuously sharing, & living my Christian faith I will be able to clarify my values.

**LEARNING PLAN**

**(compilation of 22 Learning Plans from 9 child oriented agencies)**

**Please answer the following questions according to your anticipated experience in community service:**

1. **What are your expectations of the experience?**
   I am hoping to get quality hands-on experience with kids so that I can see if working with young children is my gift.
   I am hoping to see the inner workings of a non-profit agency
   I am hoping to work with Hispanics for the first time.

2. **What contribution do you want to make in this society?**
   I want to be actively involved in helping and effecting society through working with children.
   I want to project Christ's love for parents & children by providing a safe productive environment & being a dependable friend.
   I want to be a good Christian role model for kids & make them feel special.

3. **What do you hope to learn?**
   I hope to learn how to relate and communicate with kids and observe how they interact with one another.
   I hope to learn what my skills are & determine a career direction.
   I hope to learn practical things like how to organize activities, budget my time, & learn what the legal aspects of working with non-profits.

4. **What skills do you wish to gain?**
   I wish to gain practical skills such as how to motivate & direct kids.
   I wish to gain personal skills such as improving conversation skills, public speaking skills, patience, understanding & leadership skills.
   I wish to gain artistic and creative skills.

5. **What are your career aspirations?**
   Music/Social Work combination
   Elementary teacher
   Pastor of Children's Ministries
   Child Psychologist

6. **How will this experience affect your values?**
   Working with real kids may show how important & valuable they are to me & to our country's future.
   My values can be tested & if they are valid this experience will reinforce these values.
   I want to remind myself and remember this experience because I feel it will affect my role as a parent someday.

## LEARNING PLAN POST-ASSESSMENT

**Please answer the following questions according to your reflections on your experience in community service:**

1. **Were your expectations of the experience met? Please explain.**

   The data indicated that expectations were met except in two cases.

   The three top answers included the following:

   1) I learned that I want to pursue a career in teaching, working with Hispanic adults etc.
   2) I learned how to communicate more effectively
   3) I had a great experience. I want to go back next year.

2. **What contributions did you make to this society?**

   The tnree top answers included the following:

   1) We were able to bridge the gap in cultural understanding between the Hispanic and white populations.
   2) I was able to be a good role model for kids; a teacher, a friend and confidante.
   3) I was part of a group that provided encouragement, identity and a safe environment for children.

3. **What did you learn?**

   The three top answers include the following:

   1) I learned to be more patient and self-controlled.
   2) I learned that it takes a lot of behind the scenes work to have a good child care program.
   3) I learned many things about children and how they feel and respond to day care.

4. **What skills did you gain?**

   The three top answers include the following:

   1) I learned to communicate more effectively with children and adults both culturally and inter-culturally.
   2) I learned practical things like how to control a group, prepare lesson plans, lead a peer group and public speaking skills.
   3) I learned skills in verbal and non-verbal communication.

5. **What are your career aspirations?**

The three top answers include the following:

1) To work with children
2) Counseling
3) Undecided

6. **How did this experience affect your values?**

The three top answers include the following:

1) I am affirmed in my commitment to getting people involved in public service.
2) This project helped me become more aware of the balance that is needed between being task oriented and people oriented.
3) It confirmed my existing values such as a close family life.

COMMENTS FROM THE COMMUNITY
Regarding Community Service Students

"...Reuben has been a tremendous asset to our organization. He meets or exceeds all standards..."
Randy Nickson Montecito YMCA

"...Cheryl was very responsible and did a nice job responding to the needs of our clients..."
Lisa Ulrich Shelter Services for Women

"...Jennifer has been **stupendous, fantastic and delightful** to work with. She has efficiently taken-over the Jump for Life Project thus taking a big load off of my shoulders and freed me up to do other things..."

"...Darlene is a fantastic worker - I would hire her any time. She does an outstanding job!!"
Pete Shennum Cold Spring School

"...Joanna is an excellent helper in my classroom-wish I could keep her!"
Barbara Frombola Cold Spring School

"...Rod has been a terrific asset to the C.P.C. I don't want to ever see him leave us. He is great to work with!"
Pat Dundas Ventura County Crisis Pregnancy Center

"...We are **thrilled** to have Becky working with us! We have very high expectations for all our staff, and she has done well. All areas of her work have improved overtime. She has great potential and we would be honored to have her continue with us."
Director New Directions

"...Andra's performance as Client Advocate thus far has been a tremendous asset to the Shelter. She has proven to be a competent, thorough, and motivated employee. She has successfully developed her peer counseling and advocacy skills. She is able to be both empathic and supportive to the women & children thus making them feel welcomed while in the shelter."
Leslie Wolfson Shelter Services for Women